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ABSTRACT

This guide is designed to help trainees plan, conduct, and evaluate workshops to assist others in providing cultural orientation (CO) programs for refugees. CO is seen as a continuous learning process, involving a two-way exchange of information and skills. Awareness is developed of: (1) differences and similarities in behavior, attitudes, and values; (2) knowledge of the reasons that underlie these similarities and differences; and (3) skills in acting effectively with people of different cultures. The first step in structuring orientation is seen as the identification of clear training objectives. Since cross-cultural orientation is needed by all people who will come into contact with refugees, objectives for cultural orientation will vary. Typical objectives of cultural orientation are identified under the headings of awareness, knowledge, and skills. Attention is also directed to the following areas: conducting a needs assessment for providers of cultural orientation, setting workshop objectives, selecting training methods, developing the workshop content and agenda, and evaluating the workshop. Materials include references examples of workshop agendas, a matrix of training models, a summary of the refugee resettlement process, a description of a simulation game, a list of regional and state refugee coordinators, a list of national voluntary agencies, and a list of selected organizations active in cross-cultural training. (SW)

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PROVIDING EFFECTIVE CULTURAL ORIENTATION: A TRAINING GUIDE

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Grant #96-P-10002-3-01

PREFACE

This guide is a result of a collaborative effort between the Language and Orientation Resource Center staff and a number of other professionals who are involved with refugee resettlement and/or cross-cultural orientation and training. The group, which represents different disciplines and different parts of the country, participated in a "working conference" convened by the Center for Applied Linguistics on April 21-23, 1982.

The purpose of the conference was to develop a guide which could assist individuals with the task of providing training to providers of cultural orientation - that is "a trainer of trainers guide". Participants included:

Cindy Jensen, International Rescue Committee, San Diego, CA

Ann Morgan, State Department, Washington, DC

Paul B. Pedersen, Syracuse University, Syracuse, NY

Carol Saltzman, UCLA, Los Angeles, CA

Rick Spear, Office of Refugee Resettlement, Region IX, San Francisco, CA

Nan M. Sussman, International Council on Education for Teaching, Washington, DC

Bob Walsh, Indochinese Orientation and Employment Program, San Diego, CA

Other participants were staff members of the Center for Applied Linguistics: JoAnn Crandall, Pho Ba Long, Gail Magee, and Estelita F. Reny. These participants were asked to write and review the guide in a very short time frame. We at CAL appreciate their willing cooperation and all their input and guidance.

Special thanks also goes to Kathy Do, Office of Refugee Resettlement, Washington, D.C. Project Officer for the Language and Orientation Resource Center, for her participation and advice in the preparation of this guide.

To all above individuals, we express our appreciation for their contributions and the hope that the guide adequately reflects their views, insights, and recommendations.

Following the writing of this manual, it was used in several "Training of Trainers" (TOT) workshops held throughout the United States. The purpose of these workshop was two-fold:

1) Potential users of the manual could provide feedback on the clarity of the manual prior to sending it to press.
2) Workshop participants could experience sample TOT techniques and activities in order to improve their own future workshops.

The TOT workshops were held in New York, New York on June 2, 1982, with participants from Region II (New Jersey and New York); Kansas City, Missouri on June 7-8, 1982, with participants from Region VII (Missouri, Iowa, Nebraska and Kansas); Chicago, Illinois on June 10, 1982, with participants from Region V (Illinois, Indiana, Minnesota, Michigan, Ohio and Wisconsin); and Boston, Massachusetts on June 23, 1982, with participants from Region I (Connecticut, New Hampshire, Rhode Island, Vermont, Massachusetts and Maine).

Participants in these workshops anticipate that the manual will be useful in preparing them to train cultural orientation (CO) providers. In particular, they felt that learning how to use the manual in a TOT workshop provides the optimum preparation. Special mention was made of the detailed references which enable trainers to explore certain topics in depth. Participants also mentioned that care should be shown when choosing activities for training CO providers. That is, certain activities and exercises are more appropriate with American than with refugee participants. In summary, most participants welcomed the manual as one of the first integrated materials in cross-cultural orientation and training.

GLOSSARY

Cultural Orientation (CO) - a two-way continuous learning process in which individuals learn about their own and other cultures.

Voluntary Agencies (Volags) - private not-for-profit organizations which are under contract from the federal government to provide resettlement services to refugees.

Office of Refugee Resettlement (ORR) - under the Department of Health and Human Services and provides assistance to refugees through existing federal programs which are administered by state governments.

State Refugee Coordinators - responsible for developing a state plan for effective refugee resettlement and coordinating public and private resources in refugee resettlement.

Mutual Assistance Association (MAA) - refugee self-help groups in a community focusing on religious, cultural, educational, and consumer cooperative aspects of resettlement; in general, supplementing resettlement efforts of the voluntary agencies.

English as a Second Language (ESL) classes - language classes specifically designed for learners whose native language is other than English.

Sponsor - an American or a refugee; an individual, a family, or a group; the main responsibility is to help refugees meet their basic needs during the initial period of resettlement.

Adult Basic Education (ABE) - continuing basic education for adults usually offered by the public school system; could also include lessons on how to acquire U.S. citizenship.

Vocational Education - courses offered in vocational areas such as auto mechanics, welding and carpentry, home economics, agriculture, and clerical or secretarial skills.

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Discusses the steps in the agenda development and gives some examples of agendas.

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PROVIDING EFFECTIVE CULTURAL ORIENTATION: A TRAINING GUIDE

Language and Orientation Resource Center
Center for Applied Linguistics
3520 Prospect Street NW
Washington DC 20007
(202) 298-9292
(800) 424-3701

REFERENCES AND OTHER EXPLANATIONS USEFUL TO THE DISCUSSION ON PAGE 3*

REFERENCES ABOUT VOLAGS AND ORR:

Refugee Resettlement Resource Book. Washington, D.C., Indochina Refugee Action Center, October 1980, 1st update - March 1981, 2nd update - June 1981, 3rd update - September 1981. Available from: Indochina Refugee Action Center, 1424 16th St, N.W., Suite 404, Washington, D.C. 20036.

Journal of Refugee Resettlement. (Vol. 1, No. 4) Washingtion, D.C.: American Public Welfare Association, August 1981.

For information on availability, inquire from:
American Public Welfare Association
1125 15th Street, N.W., Suite 300
Washington, D.C. 20005

REFERENCE ABOUT STATE REFUGEE COORDINATORS:

Public Law 96-212 - Refugee Act of 1980. March 17, 1980.

REFERENCES ABOUT MAAS:

The Indochina Mutual Assistance Associations. Washington, D.C.: Indochina Refugee Action Center, 1980.

National Listings of Indochinese Mutual Assistance Associations. Washington, D.C.: Indochina Refugee Action Center, December 1980.

*The references listed on this page and the following odd-numbered pages provide background on the subjects covered on the opposite page. Cultural orientation, which is a complicated and fragmented process, lends itself to a variety of multi-media materials.

CHAPTER 1

INTRODUCTION

If you have picked up this guide, you have a responsibility for or an interest in assisting others with the development of a cultural orientation (CO) program for refugees or persons serving them.

We have addressed this guide to a variety of people, including personnel of:

Voluntary agencies (Volags)
Office of Refugee Resettlement (ORR) Regional Directors
State Refugee Coordinators
Leaders of Mutual Assistance Associations (MAA)
Staff developers in:
    Health departments,
    Employment agencies,
    Social service departments,
    School districts, and
    Police and Fire departments.

Other users of this guide might be civic organizations, university departments, members of professional associations, or staff developers for business firms.

You will find this guide most helpful if you remember that the main text is always on the right-hand side (like this page) of the guide. On the left-hand pages, you will find explanations and references. These references are also collected and listed in their entirety at the back of this manual. The guide is prepared for people of diverse background and expertise. The references are selected and described to encourage supplemental reading and preparation.

REFERENCES AND OTHER EXPLANATIONS USEFUL TO THE DISCUSSION ON PAGE 5

REFERENCE ABOUT ESL:

See Appendix 1.

Bibliography from:
Refugee Materials Center, U.S. Department of Education, 324 East 11th Street, 9th Fl. Kansas City, MO 64106.

REFERENCES ABOUT SPONSORS:

See Their New Life in the United States in this packet. Also available from Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007.

Manual for Refugee Sponsorship. New York, N.Y.: Church World Service, Immigration and Refugee Program, 1982. Available free-of-charge from: Church World Service, 475 Riverside Drive, Room 528, New York, N.Y. 10115.

Tobin, Joseph Jay and Nancy Lee Koschmann. Handbook for Sponsors of Indochinese Refugees. Chicago, IL: Indochinese Social Service Outreach Program, no date.

Available free-of-charge in single copies from: Travelers Aid/Immigrants Service League of Chicago, 1046 W. Wilson Ave., Chicago, IL 60640.

Bienvenido/Welcome: An Orientation Brochure for Latin American Refugees Resettling in the United States. New York, NY: Lutheran Immigration and Refugee Service, no date.

Available from: Lutheran Immigration and Refugee Service, 360 Park Avenue South, New York, NY 10010.

OTHER REFERENCES USEFUL TO THE DISCUSSION ON PAGE 5:

Bridging Cultures: Southeast Asian Refugees in America, Social Work with Southeast Asian Refugees. Los Angeles, CA: Asian American Community Mental Health Training Center, June 1981.

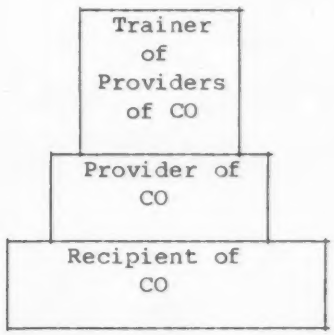
Available for $17.00 a copy from: Special Service for Groups, Inc. - Fiscal Agent, 2400 South and Western Blvd., Los Angeles, CA 90018.

Santopietro, Mary and Charles Smith. "How to Get Through to a Refugee Patient." RN, January, 1981.

Tranh Minh Tung. Indochinese Patients: Cultural Aspects of the Medical and Psychiatric Care of Indochinese Refugees. Washington, D.C.: Action for Southeast Asians, 1980.

Available for $8.30 including postage from: Tran Minh Tung, M.D., Providence Bldg, Suite 205, 6521 Arlington Blvd., Arlington, VA 22042.

This guide is directed to you, the trainer, and will help you to train CO providers. They might be public health nurses, police officers, ESL teachers, sponsors, etc. They, in turn, will be able to be more effective in their efforts at providing direct orientation to refugees or those working with them.



This guide will help you plan, conduct, and evaluate workshops in which you will train others to provide cultural orientation.

Each of you has a different rationale for wanting to lead a workshop for potential providers of cultural orientation. A staff member of a Volag may want to teach sponsors how to provide CO to refugees on an individual basis. State coordinators may be interested in teaching social service providers how to provide survival orientation to newly arrived refugees. A staff developer in a county health department may have an interest in assisting public health nurses in orienting refugees to the American health care system.

REFERENCES AND OTHER EXPLANATIONS USEFUL TO THE DISCUSSION ON PAGE 7

REFERENCE ABOUT TEACHING METHODOLOGY:

See page 40, "Being an Effective Teacher," Planning and Implementing Cross-Cultural Orientation Programs for Refugees in this packet.

REFERENCES ABOUT TRAINING METHODS:

See Appendix 3 "Matrix of Training Models," SIETAR Summer Institute.

Learning Resources Corporation
8517 Production Ave.
San Diego, CA., 92121
(800) 854-2143

Batchelder, Donald and Elizabeth G. Warner (eds). Beyond Experience: Experiential Approach to Cross-Cultural Education. Brattleboro, VT: The Experiment Press, 1977.

Kohls, Robert and Ellen Ax. Methodologies for Trainers: A Compendium of Learning Strategies. Washington, D.C.: Future Life Press, 1979.

Lafayette, Robert C. Teaching Culture: Strategies and Techniques. Washington, D.C.: Center for Applied Linguistics, 1982.

Smith, Gary R. and George Otero. Teaching About Cultural Awareness. Denver, CO: Center for Teaching International Relations, University of Denver, 1977.

REFERENCES ABOUT CROSS-CULTURAL THEORIES AND EXPERIENCE:

See Resources of Planning and Implementing Cross-Cultural Orientation Programs for Refugees, specifically the entries on:

Brislin 1981, Brislin 1975, Condon and Yousef 1975, Downs 1970, Fersh 1974, Hall 1959, 1966, 1976, Hoopes 1973-77, Samovar and Porter 1976.

It is necessary to remember that cultural orientation is a two-way process.

Thus, the recipients of CO are not just the refugees. They can just as easily be Americans who live and work with refugees. For example, industrial training departments might use this guide to help shop foremen work more effectively with refugee employees. Professional associations may want to teach local community leaders how to provide CO to improve relations in communities with large refugee populations.

Although your reasons for being interested in CO may vary considerably from other users of this guide, you all share a common objective of wanting to teach others how to provide orientation. This guide will make your job easier by suggesting a process by which to train CO providers.

REFERENCES AND OTHER EXPLANATIONS USEFUL TO THE DISCUSSION ON PAGE 9

REFERENCES ABOUT REFUGEE CULTURES:

Thinh Van Dinh. The Indochinese Refugees: An Introduction to Their Cultures. Salt Lake City, UT: Indochinese Refugee Assimilation Program, 1979. Available free-of-charge from: Mr. Leroy Frank, Refugee Program Coodinator, 150 West North Temple, Salt Lake City, UT 84103.

See The Peoples and Cultures of Cambodia, Loas, and Vietnam in this packet.

Refugee Fact Sheet Series (See Appendix 1).

Paluszek, John L. An American Journey. New York: American Ethnic Press, 1981.

General Information Series (See Appendix 1)

13. Getting to Know the Vietnamese
16. Glimpses of Hmong Culture and Recent History in Laos
22. Background Information on Ethnic Chinese

(A more comprehensive list of references on refugee cultures is cited at the back of the manual)

REFERENCES ABOUT AMERICAN CULTURE:

Morgan, Ted. On Becoming American. Boston, MA: Houghton-Mifflin, 1978.

Boorstin, Daniel. The Americans: The Democratic Experience. New York: Random House, 1973.

McGiffert, Michael, ed. The Character of Americans. Homewood, IL: The Dorsey Press, 1964.

Stewart, Edward. American Cultural Patterns: A Cross-Cultural Perspective. Washington, D.C.: SIETAR, 1971.

Yankelovich, Daniel. "New Rules in American Life". Psychology Today, April 1981.

REFERENCES ABOUT REFUGEE RESETTLEMENT PROCESS:

Refugee Resettlement Resource Books, ORR (See p. 1 of this guide).

Appendix 3 (Summary of resettlement process)

REFERENCES ABOUT COMMUNITY RESOURCES:

These compendiums vary from one community to another. However, here are two examples:

Orange County Orientation Materials. Santa Ana, CA: Indochina Job Center, 1979. Available free-of-charge from: Indochina Job Center, 2110 East 1st St., Suite 115, Santa Ana, CA 92705.

Indochinese Resettlement and Career Development Services Program. Welcome to Chicago. Chicago, IL: Jewish Federation of Metropolitan Chicago, March, 1978. Available from Indochinese Program, Jewish Vocational Service, One South Franklin, Chicago, IL 60606.

The first step you, the trainer, must take is to assess your own strengths and weaknesses.

> Good trainers must be aware of their clients needs, have the knowledge to meet those needs, and have the skills to transmit this knowledge to their clients. Trainers need to assess themselves before they attempt to train others.

We assume that you, as a trainer of CO providers, have some knowledge of and perhaps some experience with many of the following:

- Refugee cultures
- American culture
- Teaching and training methodology
- Cross-cultural theories and experience
- Program planning
- Curriculum design and materials development
- Refugee resettlement process
- Community resources
- Administrative and political awareness and experience

(Perhaps you can add others.)

Depending on the particular group you are training, you may need to develop more specialized knowledge. For example, if you are working with police officers, you will need to learn as much as you can about the nature of their interaction with refugees, as well as about the nature of "law" and enforcement in the refugees' own culture.

While you may already have the experience and knowledge of a good trainer, this guide will build on your strength.

REFERENCES AND OTHER EXPLANATIONS USEFUL TO THE DISCUSSION ON PAGE 11

REFERENCES ABOUT CULTURAL ORIENTATION CURRICULUM GUIDES:

A Combined Project of the UNHCR Intensive Cultural Programs in Southeast Asia. Cultural Orientation Program Curriculum Lesson Guide. Bangkok, Thailand, Fall, 1981.

The following agencies participated in developing the above Guide:

Hong Kong - American Council of Nationalities Services
Lutheran Immigration and Refugee Service
Indonesia - Save the Children Federation
Experiment in International Living
Malaysia - Center for Applied Linguistics
Philippines - International Catholic Migration Commission
United States Catholic Conference
Thailand - Center for Applied Linguistics
Pragmatics, International
The Consortium of Experiment in International Living, Save the Children Federation and World Education.

For information on the availability of the above reference, contact:

Southeast Asian Regional Service Center
Washington Liaison Office
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007
(202) 298-9292

Wright, Albert R. and Mary Anne Hammons. Guidelines for Peace Corps Cross-Cultural Training. Washington, D.C.: Peace Corps, Office of Training Support, 1970.

Teaching Refugee Women: A Curriculum Guide. Portland, OR: Indochinese Cultural and Service Center, August 1981.

Available for $11.00 including postage, from the Indochinese Cultural and Service Center, 3030 Southwest Second Ave., Portland, OR 97201.

See Planning and Implementing Cross-Cultural Orientation Programs for Refugees in this packet. "Outline of Employment/Prevocational Orientation," Sample Curricula 1 and 2, pp. 36-37; "Outline of Home Management Orientation," Sample Curriculum, p. 38; Resources section on Curriculum 1 Program Guides.

CHAPTER II

WHAT IS CULTURAL ORIENTATION?

Cultural orientation is a continuous learning process, involving a two-way exchange of information and skills. It helps develop:

AWARENESS...

of differences and similarities of behavior, attitudes, and values

KNOWLEDGE...

of the reasons that underlie these similarities and differences, and

SKILLS...

to act effectively with people of different cultures.

REFERENCES AND OTHER EXPLANATIONS USEFUL TO THE DISCUSSION ON PAGE 13

Samovar, Larry A. and Richard E. Porter (eds). International Communication: A Reader. Belmont, CA: Wadsworth Publishing Company, Inc., 1976.

Condon, John C. and Fathi S. Yousef. An Introduction to Intercultural Communication. Indianapolis and New York: The Bobbs - Merrill Company, Inc., 1975.

In providing cultural orientation programs, it is important to remember these key concepts:

o learning process	Orientation is both an informal and formal process in which people become more aware, more knowledgeable, and more skilled in living and working with people of different cultural backgrounds in a variety of situations. Through orientation, people can become more aware of their own values and attitudes, as well as more sensitive to the values and attitudes of others.
o continuous	CO is continuous. It is a gradual process which requires time. People are able to absorb new information at varying rates and at different times.
o two-way exchange	ideally, cultural orientation assists both groups to change and to accommodate to each other. However, in some situations, one group may need to adjust more than the other.

Those who work and live with people of other cultures are probably involved, although it may be unconsciously, in the process of cultural orientation. The process of providing CO on a more formalized basis is relatively new. However, this guide will offer some guidelines which you as the trainer can follow to help make the orientation process more systematic, structured, and effective.

REFERENCES AND OTHER EXPLANATIONS USEFUL TO THE DISCUSSION ON PAGE 15

REFERENCES ABOUT SOCIAL SERVICES IN COMMUNITIES:

Self-Help Manual for Indochinese Refugees. Seattle, WA: Asian Counseling and Referral Service, 1980.

Available free-of-charge in single copies from Asian Counseling and Referral Service, 655 South Jackson, Seattle, WA 98104.

Directory of Community Services (4 volumes). Portland, OR: Tri - County Community Council.

Available for $6.50 including postage and handling from: Tri - County Community Council, 718 West Burnside Street, Portland, OR 97209.

Bienvenido /Welcome: An Orientation Brochure for Cuban Refugees Resettling in the United States. New York, NY: Lutheran Immigration and Refugee Service, 1980.

Available from: Lutheran Immigration and Refugee Service, 360 Park Avenue South, New York, NY 10010.

REFERENCES ABOUT CULTURE SHOCK AND STRESS MANAGEMENT:

See Social Adaptation of Refugees: A Guide for Service Providers included in this packet.

REFERENCES ABOUT NONVERBAL BEHAVIOR:

Hall, Edward T. The Hidden Dimension. Garden City, NY: Doubleday Co, Inc., 1969.

Hall, Edward T. The Silent Language. Garden City, NY: Doubleday, Co. 1959.

Ekman, P. and V. Friesen. Unmasking the Face. Englewood Cliffs: Prentice-Hall, 1975.

Knapp, M.L. Nonverbal Communication in Human Interaction. New York: Holt, Rinehart, and Winston, 1972.

REFERENCE ABOUT HOW TO LEARN A NEW LANGUAGE:

Stevick, Earl W. Teaching and Learning Languages. New York, NY: Cambridge University Press, 1982.

REFERENCE ABOUT COMPARATIVE CULTURES:

Colburn, David R. and George E. Pozzetta (eds). America and the New Ethnicity. Port Washington, N.Y. and London: Kennibat Press, 1979.

WHAT ARE SOME OBJECTIVES OF CULTURAL ORIENTATION?

The first step in structuring orientation is the identification of clear training objectives. Since cross-cultural orientation is needed by all people who interact cross-culturally (be they refugees, resettlement workers, ESL teachers, police, or media personnel), objectives for cultural orientation will vary. However, they can be defined broadly in terms of awareness, knowledge, or skills. Throughout the guide we will explain how CO addresses these three broad types of objectives.

Some typical objectives of cultural orientation are:

AWARENESS	KNOWLEDGE	SKILLS
Awareness of differences in cultural institutions and systems	Knowledge of social services and how they are delivered and accessed	Ability to gain access to social services to satisfy basic needs
Awareness of the stresses of functioning cross-culturally	Knowledge of the theory of culture shock and stages of cultural adaptation	Ability to cope with stress and manage difficulties
Awareness of differences in rights and responsibilities	Knowledge of cultural influence on attitudes, mores, and laws	Ability to understand consequences of behavior and to choose wisely among options
Awareness of differences in communication systems --verbal and nonverbal	Knowledge of patterns of nonverbal communication and language use	Ability to use a new language or to react appropriately to others' use of it
Awareness of significant differences and similarities in cultural practice	Knowledge of how differences are patterned and which are most critical	Ability to function comfortably in new environment while retaining cultural identity

REFERENCES AND OTHER EXPLANATIONS USEFUL TO THE DISCUSSION ON PAGE 17

REFERENCES ABOUT METHODOLOGY ON NEEDS ASSESSMENT:

Steadham, S.V. "Learning to Select a Needs Assessment Strategy." Training and Development Journal, January 1980, 56-61.

See "Methodology" under Resources in Planning and Implementing Cross-Cultural Orientation Programs for Refugees in this packet.

REFERENCES ABOUT VOCATIONAL EDUCATION:

Jobs in America. Produced and distributed by Portland Community College. Audiotape cassette and slides. 6-8 minutes. 1980.

For information on availability contact: Developmental Education, Portland Community College, 12000 S.W. 49th Avenue, Portland, OR 97219.

CHAPTER III

CONDUCTING A NEEDS ASSESSMENT OF PROVIDERS OF CULTURAL ORIENTATION

In order to determine your objectives and design a training program to meet them, you first have to do a needs assessment of your audience. That audience might be:

American and refugee sponsors
Personnel of voluntary agencies
Leaders of Mutual Assistance Associations and local refugee and social service Forums
Teachers of English as a Second Language
Vocational and Adult Basic Education classes
Health and social workers
Police and fire fighters
Employers, Supervisors and Workers
Civic and service clubs
Religious leaders
Community leaders

For some of these people, providing cultural orientation is a primary focus of their activities; for others, it is an adjunct to their key responsibilities. In some situations, they might work with one person or a family; in other situations, their audience might be members of a community or a professional organization, or large groups of unrelated persons.

The people you will be training will have various strengths and limitations which will affect their ability to provide cultural orientation. Their background will vary depending on their education, experience, attitudes, and profession. A sponsor, for example, may have a close relationship already established with the refugee but may need more resource material on cultural orientation or information on teaching methods. A teacher will have the teaching skill and probably the time and facilities for training sessions, but may lack knowledge of refugee cultures.

In identifying needs, you will want to consider the same three general areas: awareness, knowledge and skills. Analyzing these needs will help determine the content and emphasis of your training workshop.

If you have the opportunity, you will want to actually survey your trainees to get an idea of what they see as their needs. You will want to refer to whatever information you have about them or their professional background. Try also to observe them to discover more about their own awareness, knowledge, and skills as being competent CO providers.

REFERENCES AND OTHER EXPLANATIONS USEFUL TO THE DISCUSSION ON PAGE 21

REFERENCES ABOUT EXERCISES WHICH FOCUS ON STEREOTYPES:

See Appendix 4 on Bafa Bafa.

Batchelder, D. and E. C. Warner (eds.). Beyond Experience: The Experiential Approach to Cross-Cultural Education. Brattleboro, VT: The Experiment in International Living, 1976.

Seelye, H. Ned. Teaching Culture, Strategies for Foreign Language Educators. Skokie, IL: National Textbook Co., 1976.

Weeks, William H., Paul B. Pedersen and Richard W. Brislin (eds.). A Manual of Structural Experiences for Cross-Cultural Learning. Washington, D.C.: SIETAR, 1979.

In your assessment of your CO providers' needs, ask the following questions:

AWARENESS:

Do your CO providers have ....?

- -awareness of cultural and linguistic differences
- -interest in or sensitivity to other cultures
- -awareness of myths and stereotypes of refugees or Americans
- -concern for a person's total welfare
- -awareness of their own culture
- -appreciation of the importance of CO (to refugee and provider)
- -awareness of relationships between refugees and other groups (respect, fear, dependence)
- -(and others)...

KNOWLEDGE:

Do your CO providers have ....?

- -specific knowledge about refugees
  - their experiences as refugees
  - the process of resettlement
  - their cycle of adjustment
  - their knowledge of American culture
  - their educational, socio-economic and family background
  - their values, attitudes, behaviors, and customs,
  - their language and communication skills
  - their learning and thinking styles
- -information about resources available to refugees (social services, translation and interpretation, etc.)
- -knowledge about their own culture in comparison to others
- -professional expertise in their respective fields
- -information about training resources available to them (materials and people)
- -(and others)...

SKILLS:

Do your CO providers have....?

- -appropriate CO teaching techniques
- -appropriate teaching styles
- -ability to establish empathetic rapport
- -skills to design and use feedback or evaluation instrument
- -creative ability to develop new methods or approaches
- -(and others)...

REFERENCES AND OTHER EXPLANATIONS USEFUL TO THE DISCUSSION ON PAGE 23

REFERENCES ABOUT SETTING WORkSHOPS OBJECTIVES:

See section on "The Program Itself" of Planning and Implementing Cross-Cultural Orientation Programs for Refugees included in this packet.

Materials on Planning, Conducting, and Evaluating Workshops. Arlington Heights, IL: ESL Adult Education Service Center, 1981.

Available free-of-charge in single copies from: ESL Adult Education Service Center, 500 South Dwyer, Arlington Heights, IL 60005.

Althen, Gary (ed.). Learning Across Cultures, Intercultural Communication and International Educational Exchange. Washington, D.C.: National Association for Foreign Student Affairs, 1981.

CHAPTER IV

SETTING WORKSHOP OBJECTIVES

After doing a needs assessment of your audience, you should set the objectives of the workshop to meet these needs. You will want to ask your audience what objectives they have as well, although you probably will not be able to meet all the identified needs. This is the next step in designing a training program.

Your training workshop will emphasize one of these three traits (awareness, knowledge, or skills), or it may also involve all three. Some objectives will be more important than others. For example, If the participants do not have an awareness of their most important attitudes and values, you will want to devote more training time to developing awareness rather than to knowledge or skills development. If they are aware and have knowledge, they may still lack the skills to put that awareness and knowledge to use. You can only help the CO providers acquire the awareness, knowledge, or skills that they are ready to receive.

An awareness objective will change attitudes, opinions, and personal perspectives about a topic. For example, CO providers may discover that they have stereotyped ideas about refugees.

A knowledge objective will provide information or knowledge to CO providers. For example, they will learn about the resources available to refugees in the community.

A skill objective will teach people how to do something. For example, the CO provider may learn to use a new teaching technique.

REFERENCES AND OTHER EXPLANATIONS USEFUL TO THE DISCUSSION ON PAGE 25

REFERENCES ABOUT ORGANIZATIONS AND FUNDING SOURCES:

See Appendix 6 for listing of national, regional, state and local organizations that deal with refugee resettlement.

Also, see p. 24 of Planning and Implementing Cross-cultural Orientation Programs for Refugees included in this packet.

REFERENCES ABOUT WORKING WITH INTERPRETERS:

Baker, Nicholas G. "Social Work Through an Interpreter." Social Work, 25 (5), 1961.

Also, see page 29 of Planning and Implementing Cross-cultural Orientation Programs for Refugees included in this packet.

Friedman, Joan, Nancy Lee Koschmann, and Joseph J. Tobin. Working with Refugees: A Manual for Para-professionals. Chicago, IL: Travelers Aid/Immigrants Services, Refugee Resettlement Service. June, 1981.

REFERENCES ABOUT CROSS-CULTURAL COUSELING:

Atkinson, D., G. Morten, and D.W. Sue. Counseling American Minorities: A Cross-Cultural Perspective. Dubuque, IA: William C. Brown CO., 1979.

Pedersen, Paul B., Juris G. Draguns, Walter J. Lonner and Joseph Trimble (eds.) Counseling Across Cultures. Honolulu, HI: University Press of Hawaii, 1981.

Sue, Derald Wing. Counse ng the Culturally Different. New York: Wiley and Sons, 1981.

Walz, G.R. and L. Benjamin (eds.) Transcultural Counseling. New York: Human Sciences Press, 1978.

In training you should help the CO provider to:

AWARENESS

Become aware of:

The priority they give to some attitudes and values over other attitudes or values

The contrast and conflict between the background of them as CO providers and that of the recipient of CO

The way they view their own profession

Constraints of time/setting/resource materials in the training process

Their own resources, skills and limitations

KNOWLEDGE

Have knowledge of:

The refugee resettlement process including institutions at national, regional, local levels

Literature regarding the training topic

Refugee and US cultures

Available community referral resources (financial and service provider resources)

Key resource persons in the recipient's own culture

SKILLS

Be skilled in:

Planning, conducting, and evaluating a workshop

Assessing needs adequately

Working with interpreters and cultural informants

Teaching and training people from different cultures

Observing, understanding and reporting cultural behaviors

Interacting, counseling, interviewing, advising and managing appropriately in contrasting cultural situations

REFERENCES AND OTHER EXPLANATIONS USEFUL TO THE DISCUSSION ON PAGE 27

REFERENCES ABOUT GENERAL METHODS:

Hoopes, David S. and Paul Ventura (eds). Intercultural Sourcebook: Cross-Cultural Training Methodologies. LaGrange Park, IL: Intercultural Network, Inc., 1979.

Weeks, William W., Paul B. Pedersen and Richard Brislin (eds.) A Manual of Structured Experiences for Cross-Cultural Learning. Chicago, IL: Intercultural Network, 1976.

Holmes, Henry and Stephen Guild. Manual of Teaching Techniques for Intercultural Education. Amherst, MA: University of Massachusetts, 1971.

REFERENCES ABOUT AUDIO-VISUAL MATERIALS ON REFUGEES:

CBS Reports: The Boat People. Produced and distributed by CBS News. January 1979. Videotape cassette/color. 50 minutes. Request size of cassette required. Available from: Ms. Dolores Sura, CBS News, 524 West 57th St., New York, NY 10019 (rent or purchase).

For Our Times: Cambodia a Nation in Peril. Produced and Distributed by CBS News. November 1979. Videotape cassette/color. Approximately 30 minutes. Request size of cassette required. Available for $325.00 from: Ms. Dolores Sura, CBS News, 524 West 57th Street, New York, NY 10019.

The Hmong: A Nation in Exile. 1979. Produced and Distributed by Allen Bjergo/USDA Center. Slides/color. Audiotape cassette. Available to borrow free-of-charge from: Allen Bjergo/USDA Center, 111 Old Corvallis Road, Hamilton, MN 59840.

Look up and Live: Chinatown Mission. Produced and distributed by CBS News. October 1977. Videotape cassette/color. Approximately 25 minutes. Request size of cassette required. Available for $325.00 from: Ms. Dolores Sura, CBS News, 524 West 7th Street, New York, NY 10019.

The New Americans. Produced by David Abramowitz. Distributed by KCET/International Institute of Los Angeles. Videotape cassette/color. Approximately 28 minutes each. Availability by contacting: John Phelan, Executive Director, International Institute of Los Angeles, 435 South Boyle Avenue, Los Angeles, CA.

Our Secret Army. Produced and distributed by CBS News. March 1979. Videotape cassette/color. About 20 minutes. Requested size of cassette required. Available for $350.00 from: Ms. Dolores Sura, CBS News, 524 West 57th street, New York, NY 10019.

The Phans of Jersey City. Produced by Abbie H. Fink and Stephen L. Forman. Distributed by Films Inc. 16 mm color film. 49 minutes. 1979. Available for purchase for $680.00 from: Films Inc., 732 Green Bay Road, Wilmette, IL 60091; for rental for $65.00 a day from: Films Inc., 8124 N. Central Park Avenue, Skokie, IL 60076.

NOTE: References continued on p. 28.

CHAPTER V

SELECTING TRAINING METHODS

After developing workshop objectives, you will want to design a program which will move your audience from needs, through objectives, to solutions. There are a wide variety of workshop designs and methods which you can use successfully.

Techniques to Stimulate Awareness

Experiential exercises, such as:

- role plays
- role reversals
- simulations

Field trips
Critical incidents
Bicultural observation and experiences
Questions/answers/discussion
Case studies and critical incidents

Techniques to Impart Knowledge

Guided self-study with reading list
Lecture and discussion
Panel discussion
Audio-visual presentations
Interviews with consultants and experts
Observations

Techniques to Develop Skills

Modeling and demonstration
Using video and media resources for feedback
Supervising
Practicing a new behavior pattern
Practicing writing skills

REFERENCES AND OTHER EXPLANATIONS USEFUL TO THE DISCUSSION ON PAGE 29

See the appropriate pages which discuss the details of preparing a CO workshop (e.g., funding, setting a time, obtaining a site, etc.) of Planning and Implementing Cross-Cultural Orientation Programs for Refugees included in this packet.

(Continuation of References Useful to the Discussion on Page 27)

Room for a Stranger. Produced by Harvey Kopel Films, 1979. Distributed by Lutheran Immigration and Refugee Service. Film/16mm/sound/color. About 25 minutes. Available from: Lutheran Immigration and Refugee Service, 360 Park Avenue South, New York, NY 10010.

Vietnam Today. Produced by Sierra World Films, 1975. Distributed by Oxford Films, Division of Paramount Communications. Film. 16mm color sound. Available for rent ($30.00 for one to three days) or purchase ($375.00) from: Aims Media Inc., 626 Justin Avenue, Glendale, CA 91201.

More audio-visual material available through CAL. Appendix 1.

Sussman, Nan M. American Social Behavior: Sources of Cross-Cultural Misunderstanding. (A video-tape and handbook for trainers.) Washington, D.C.: Meridian House International, 1980. 30 minutes, color.

This video-tape comprises 7 short vignettes depicting scenes of American behavior. Useful in training with Americans (to focus on understanding of one's own culture) and non-Americans (to focus on cultural differences).

Available for $100 from Editor, Meridian House International, 1630 Crescent Place, N.W., Washington, D.C. 20009.

CHAPTER VI

DEVELOPING THE WORKSHOP CONTENT AND AGENDA

Once you have decided on your design and methods, you will need to develop the workshop content and agenda. Before you can finalize that, however, you will have a few more preliminary tasks to complete. Obviously, you will have to tailor your plan to meet the requirements of your CO providers' needs, the time limitation, and physical facilities available. For example, if you have only four hours to work with sponsors and you need to emphasize knowledge of the refugee culture, you will have to be selective. If you have a group of health professionals who need to learn skills to better serve culturally-different patients and you have eight hours with them, you may be able to include more information and time for practice. However, keep in mind that skills training takes a long time.

Here are the steps in developing workshop content and agenda:

Preparation of Agenda

1. Determine date, time, place, and cost
2. Draft agenda
3. Check supplies and physical facilities
4. Select resource participants (guest speakers)
5. Gather relevant resource materials
6. Prepare packet for CO providers and send out invitations
7. Prepare evaluation of the workshop

Your agenda should emphasize the needs of your CO providers which have been previously assessed. However, most workshops have the following initial steps:

I. Introduction/Ice breaker

   A. Formal welcoming from official or
   B. Informal welcome by workshop leader

II. Discussion of group expectations

   A. Group objectives
   B. Leader/trainer objectives

III. Review of agenda

IV. Review of materials and/or packet

Your workshop will most likely cover all three major areas (awareness, knowledge, skills) to varying degrees. However here are three sample agendas which each focus primarily on one of the objectives. After steps I through IV, the rest of your workshop might proceed like this:

Awareness Focus

OBJECTIVE: In training, you should help the CO provider to become aware of the contrast and conflict between their background and that of the refugees.

V. Introduction to the experiential exercise Bafa Bafa

A. Processing Bafa Bafa

VI. Reactions to Bafa Bafa as a training method and how the group experience relates to meeting the above objective.

VII. Divide into groups of twos or threes to write their own critical incidents relating to their professional and personal interaction with the recipients of CO.

VIII. Presentation and discussion of the critical incidents.

IX. Application of awareness gained during the workshop to professional activities.

X. Evaluation

XI. Adjournment

Knowledge Focus

OBJECTIVE: In training, you should help the CO provider to have knowledge of the refugee resettlement process including institutions at national, regional, and local levels.

V. An overview of the refugee resettlement process to be given by the trainer or a knowledgeable resource person.

VI. Panel discussion of the resettlement process. Resource persons might include; local Volag director, local welfare agency, local social service agency contracted by federal or state government, and representation of MAA's

VII. Question and answer period

VIII. The panel member representing the local welfare agency presents and distributes a directory of social services in the area.

IX. Application of knowledge gained during the workshop to professional activities

X. Evaluation

XI. Adjournment

Skills Focus

OBJECTIVE: In training, you should help the CO provider to be skilled in working with interpreters and cultural informants.

V. Introduction to the need of working with interpreters/cultural informants and qualities of a good interpreter/cultural informant

VI. Team demonstration - CO provider and interpreter role-play with a CO recipient

VII. Discussion of the role-play and qualities of an effective interaction between CO provider and interpreter

VIII. Videotaped triads composed of CO provider, coached interpreter/cultural informant and coached CO recipient.

IX. Discussion of the videotapes.

X. Application of skills learned during the workshop to professional activities. Individual practice with interpreter/ cultural informant.

XI. Evaluation

XI. Adjournment

REFERENCES AND OTHER EXPLANATIONS USEFUL TO THE DISCUSSION ON PAGE 33

REFERENCES ABOUT EVALUATION PLANNING AND IMPLEMENTATION:

See section on "Evaluation" of Planning and Implementing Cross-Cultural Orientation Programs for Refugees included in this packet.

Batchelder, Donald and Elizabeth G. Warner (eds.). Beyond Experience: The Experiential Approach to Cross-Cultural Education. Brattleboro, VT: The Experiment Press, 1977.

Pusch, Margaret D. (ed.). Multicultural Education: A Cross-Cultural Training Approach. La Grange Park, IL: Intercultural Network, Inc., 1979.

Pusch, Margaret D. (Chapter ed.). "Cross-cultural Training", in Learning Across Cultures: Intercultural Communication and International Educational Exchange. Washington, D.C.: National Association for Foreign Student Affairs, 1981.

CHAPTER VII

EVALUATING THE WORKSHOP

One of the most important aspects of conducting a training workshop is the post-workshop evaluation. This is the end of the cyclical training process. However, you must think about evaluation in the planning stages. Information gathered from the evaluation tells you:

- If your training audience has met its set objectives
- If your training audience has changed-- in awareness, knowledge or skills
- If certain features of the workshop (i.e. a particular activity or method or order of activities) were more effective than other features

The methods of performing an evaluation vary widely, ranging from an informal verbal discussion held over a wine and cheese party to a more formal written evaluation and demonstration of skills directly following the workshop followed by a long-term evaluation (6-months or 1 year) conducted via observation and questionnaire. Ideally, you would want to measure retention and use of the new learning. However, the methods you choose will be dictated by both the time and the needs of your employer, among other factors.

Once the data is gathered and analyzed, it should serve to help you improve future workshops which you conduct. The evaluation data can also serve as a basis for making decisions about the readiness of the CO providers or their need for more training. Finally, the CO providers themselves may be interested in knowing whether they have learned a new skill correctly.

Whatever the rationale, a workshop is never complete without the feedback which evaluation information gives you and your training audience.

Good luck; have a successful workshop!

APPENDIX 1

REFUGEE EDUCATION GUIDES

The Guides listed were produced by the English Language Resource Center, (formerly the National Indochinese Clearinghouse and Technical Assistance Center), Center for Applied Linguistics. They are now available through the ERIC System (Educational Resources Information Center). Please contact your nearest ERIC Library Facility to obtain photocopies from their microfiche collection or you can order copies from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. If you choose to order your photocopies from the EDRS, please include the following information with your order: Series title, Guide title and number, ED search number, number of pages, and EDRS price. The EDRS requests that all orders be prepaid (or accompanied by an original purchase order) with the proper amount included for postage (see postage chart on flip side). If you have any questions regarding the photocopy service, please call the EDRS Customer Service Representative at 703/841-1212.

	SEARCH #	PGS.	EDRS $
PRESCHOOL EDUCATION SERIES			
1. ESL in Kindergarten: Orientation and Scheduling	ED116476	4 pg.	1.82
2. " " " Teaching Pronunciation & Grammar	ED116477	6 pg.	1.82
3. " " " Testing Young Children	ED116478	4 pg.	1.82
4. " " " Language & Concept Development	ED116479	6 pg.	1.82
ELEMENTARY EDUCATION SERIES			
1. On Keeping Lines of Communication With Indochinese Children Open	ED116482	6 pg.	1.82
2. Classroom Instructions in Vietnamese: Inside the Classroom	ED116483	4 pg.	1.82
3. Vietnamese History, Literature & Folklore	ED116484	4 pg.	1.82
4. Classroom Instruction in Vietnamese: Outside the Classroom	ED116485	10 pg.	1.82
5. Continuing English Studies During the Summer	ED125302	14 pg.	1.82
6. Supplemental ESL Activities for Classroom Teachers	ED153498	10 pg.	1.82
INTERMEDIATE/SECONDARY SERIES			
1. Vietnamese History, Literature & Folklore	ED116480	6 pg.	1.82
2. Detailed Content of Vietnamese Secondary Education	ED129069	72 pg.	4.82
3. Continuing English Studies During the Summer	ED125302	14 pg.	1.82
EDUCATIONAL ADMINISTRATION SERIES			
1. On Assimilating Vietnamese & Cambodian Students in U.S. Schools	ED125307	4 pg.	1.82
2. Meeting English Language Needs of Indochinese Students	ED116481	12 pg.	1.82
BILINGUAL/BICULTURAL SERIES			
1. Information for Administrators and Teachers	ED125308	9 pg.	1.82
2. A Selected, Annotated Bibliography of Bilingual/ Bicultural Education	ED153496	12 pg.	1.82
3. A Model for Bilingual Language Skill Building	ED134028	40 pg.	3.32
ADULT EDUCATION SERIES			
1. Teaching English to Adult Refugees	ED125303	12 pg.	2.00

		ED Search #	PGS.	EDRS
ADULT EDUCATION SERIES (cont.)				
2.	A Selected, Annotated Bibliography of Materials for Teaching English to Indochinese Refugee Adults (Second Revised Version)	ED197627	68 pg.	5.30
3.	Learning English A Different Way (one paper written in English, Viet., Camb., Lao)	ED129061	9 pg.	2.00
4.	ESL Reading Materials for Adults	ED129062	20 pg.	2.00
5.	Recreational Reading in Vietnamese	ED129063	12 pg.	2.00
6.	English Lessons for Refugee Adults - A Guide for Volunteers, Tutors and Teachers	ED129068	47 pg.	3.65
7.	English Pronunciation Exercises for Speakers of Vietnamese	ED135244	51 pg.	5.30
8.	A Guide to Manpower/Vocational ESL	ED188499	57 pg.	5.30
9.	Teaching ESL to Illiterate Adults	ED197628	71 pg.	5.30
10.	Teaching English to Refugee Adults: A Guide for Volunteers, Volunteer Cordinators, and Tutors	ED203690	38 pg.	3.65
11.	Program Considerations for English as a Second Language	ED207359	22 pg.	2.00
12.	Teaching ESL to Competencies: A Departure from a Traditional Curriculum for Adult Learners with Specific Needs	*FL012891		
13.	ESL in the Multilevel Classroom	*FL012882		
14.	ESL in the Workplace: English for Specific Purposes in Work Settings	*FL012883		
GENERAL INFORMATION SERIES				
1.	Hints for Tutors	ED116486	8 pg.	2.00
2.	Testing English Language Proficiency	ED116487	14 pg.	2.00
3.	Education In Vietnamese Fundamental Principles and Curricula	ED116488	20 pg.	2.00
4.	Teaching English Pronunciation to Vietnamese	ED125304	10 pg.	2.00
5.	Teaching English to Vietnamese: Textbooks	ED116489	10 pg.	2.00
6.	A Brief Look at the Vietnamese Language: Sounds and Spellings	ED125305	16 pg.	2.00
7.	Testing the Reading Ability of Cambodians	ED116490	7 pg.	2.00
8.	Academic Resources for Language & Culture	ED116491	32 pg.	3.65
9.	A Selected Bibliography of Dictionaries	ED196310	8 pg.	2.00
10.	Teaching English Pronunciation to Speakers of Black Tai (Tai Dam)	ED116493	16 pg.	2.00
11.	Teaching English Structures to the Vietnamese	ED125306	20 pg.	2.00
12.	Supplement to "An Annotated Bibliography for Teaching English to the Vietnamese"	ED122631	20 pg.	2.00
13.	Perspectives on a Cross-Cultural Problem: Getting to Know the Vietnamese	ED129067	24 pg.	2.00
14.	The Hmong Language: Sounds and Alphabets	ED157400	38 pg.	3.65
15.	The Hmong Language: Sentences and Phrases	ED158592	46 pg.	3.65
16.	Glimpses of Hmong Culture and Recent History in Laos	ED159901	44 pg.	3.65
17.	An Annotated Bibliography of Materials on the Hmongs of Laos	ED159902	30 pg.	3.65
18.	Teaching English to Cambodian Students	ED165467	39 pg.	3.65
19.	Teaching English to Speakers of Lao (revised)	ED203698	57 pg.	5.30
20.	English Language Testing	ED183016	34 pg.	3.65
21.	English Pronunciation Lessons for Hmong	ED188498	45 pg.	3.65

*All FL numbers will have ED numbers by August '82.

	ED Search #	PGS.	EDRS
GENERAL INFORMATION SERIES (con't.)			
22. Background Information on the Ethnic Chinese	ED196311	27 pg.	3.65
23. Teaching English to Speakers of Vietnamese	ED208681		
25. Teaching English to Cubans	*FL012885		
26. Teaching English to Haitians	*FL012884		
A MANUAL FOR INDOCHINESE REFUGEE EDUCATION: 1976-77 (Kindergarten through 12th grade)	ED135236	280 pg.	20.15
FACT SHEET SERIES			
1. Ethiopians	ED207350	18 pg.	2.00
2. Mien/Yao	ED207351	13 pg.	2.00
3. Soviet Jews	ED207362	22 pg.	2.00
4. Kurds	ED208682		
5. Afgans	*FL012886		
6. Armenians	*FL012887		

Mailing Information: Unless otherwise requested, all orders are shipped UPS.
The UPS Rates:

1- 75 pgs. or 1 lb. = $1.47 maximun	151-225 pgs. or 3 lbs. = 2.22 maximum
76-150 pgs. or 2 lb. = 1.84 "	226-300 pgs. or 4 lbs. = 2.58 "

Orientation Information Series

1. A Future For Us All - A Resource Guide for Refugee Women's Program Development	*FL012881
2. Social Adapatation of Refuguees A Guide for Service Providers	*FL012880

*All FL numbers will have ED numbers by August '82.

"Where can I find an apartment?"

"How do I enroll my children in school?"

"Will I be able to find work?"

"How can I get to the store?"

"Where can I go to learn English?"

The refugee faces a formidable array of questions and problems upon arriving in the United States. Our staff—themselves refugees who have been through these experiences—have developed a series of books, audio tapes, films and slide presentations to help make orientation to life in the United States a bit easier.

YOUR NEW LIFE IN THE UNITED STATES

Refugee Orientation Handbooks

These 210-page orientation guides are available in five Southeast Asian languages: *Vietnamese, Lao, Hmong, Khmer (Cambodian) and Cantonese Chinese.* Generously illustrated with more than 200 photographs and realistic drawings, the books are divided into nine sections, each introducing the refugee to a different aspect of life in the United States. The handbooks cover the following areas:

- INTRODUCTION (American customs and behavior)
- TRAVEL & COMMUNICATION
- EMPLOYMENT
- EDUCATION
- HOUSING
- COMMUNITY SERVICES
- MEDICAL CARE
- FINANCES & CONSUMER EDUCATION

An emergency card accompanies each book, on which the refugee's name, address and phone number, as well as those of others to be contacted (sponsor, interpreter, voluntary agency, etc.), can be written.

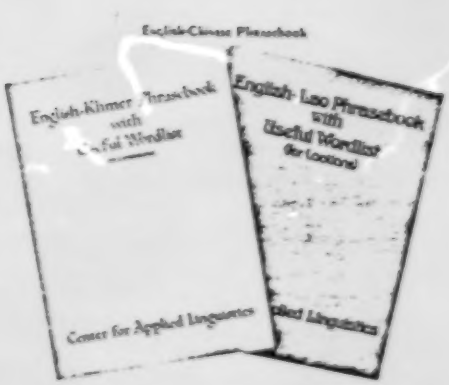
For each book there is an audio cassette tape available in the refugee's own language, for those who cannot read well. The tape provides a summary of the information in the handbook.

HELPING REFUGEES ADJUST TO THEIR NEW LIFE IN THE UNITED STATES

The core of this book is an English version of the orientation guide, interspersed with notes that can help Americans better assist the refugees they work with. Designed for service providers and sponsors, the book describes some of the refugees' experiences and enables Americans to anticipate some of the problems refugees may have in adjusting to a new culture. At the end, there are checklists outlining some of the steps Americans can take to prepare for and work with refugees.

THE PEOPLES AND CULTURES OF CAMBODIA, LAOS, AND VIETNAM

To effectively help refugees adjust to life in their adopted country, it is important for Americans to know the traditions, values and customs the refugees bring with them to the United States. This 83-page booklet describes the family traditions, religions, food and eating habits, educational systems, types of employment, holidays, celebrations and arts of the refugees' native countries. It is beautifully illustrated with more than 90 full-color photographs of life in Cambodia, Laos and Vietnam, and includes minority populations of these countries, such as the Hmong, Mien, Lao-Theung, and Tai Dam of Laos and the ethnic Chinese of Vietnam.



BILINGUAL PHRASEBOOKS & AUDIO CASSETTES

Bilingual phrasebooks for non-English speakers are available in five languages: *Vietnamese*, *Lao*, *Khmer (Cambodian)*, *Hmong* and *Cantonese Chinese*. A separate Vietnamese-English phrasebook is also available for English speakers. Each book contains appropriate words and phrases in essential areas such as recognizing signs, conveying information, and dealing with food, clothing, money, housing, jobs, travel and social situations. Each book also features a list of more than 1,400 common and useful words in English and the refugee's own language. For each book there are corresponding audio cassette tapes, which can be purchased with the book or separately.

FILMS & VIDEO CASSETTES

In conjunction with David Abramowitz Productions, Los Angeles, CAL has produced five, 20-minute orientation films and ¾" video cassettes, entitled **Your New Life in the United States**. Each film or video cassette covers one of the following topics: Introduction; Emergency Situations; Employment; Household Maintenance; and Basic Health Care. Each is available with soundtracks in either *Vietnamese*, *Lao*, *Khmer (Cambodian)*, *Hmong*, *Cantonese Chinese* or *English*. The films and video cassettes introduce the refugees to organizations and services that can assist them and provides specific essential information, such as how to use the telephone, where to find emergency numbers, what to expect from medical clinics, sources of job search assistance and behavior on the job.

SLIDE & TAPE SHOWS

Five, 10-minute slide/tape shows, entitled **Your New Life in the United States**, correspond to the topics covered by the above films: Introduction, Emergency Situations; Employment, Household Maintenance; and Basic Health Care. Each slide set is accompanied by audio cassette narratives in the six languages listed above. The slide presentations have the advantage of being able to present certain subjects (such as signs and medicine bottle labels) clearly and in detail. Also produced in conjunction with David Abramowitz Productions, Los Angeles.

ORDERING INFORMATION

Refugee Orientation Handbook,
Audio Cassette and Emergency Card . . . . . $ 8.50/set

Refugee Orientation Handbook
and Emergency Card only . . . . . $ 6.50/set

Orientation Kit:
Refugee Orientation Handbook,
Audio Cassette, Emergency Card
and Bilingual Phrasebook. $12.00/set

Helping Refugees Adjust to
Their New Life in the United States . . . . . $ 7.00

The Peoples and Cultures of Cambodia, Laos, and Vietnam . . . . . $ 6.00

Bilingual Phrasebook. . . . . $ 5.00
Vietnamese-English Phrasebook (for English speakers). . . . . $ 4.00

Corresponding Audio Cassettes
English-Vietnamese (two tapes). $15.00/set
Vietnamese-English (for English speakers; one tape) . . . . . $ 8.00
English-Hmong (four tapes). $22.00/set
English-Lao (three tapes) $18.00/set
English-Khmer (three tapes) $18.00/set
English-Cantonese Chinese (four tapes). $22.00/set
English-Spanish (four tapes). $22.00/set

Films/Video Cassettes: Your New Life in the United States
There are 30 films and video cassettes: five titles are available in each of six languages.

	Films	Video Cassettes
Five titles; six languages	$3200	$1500
Five titles; one language	$ 575	$ 300
One title; one language	$ 125	$ 70

Slide/Tape Shows: Your New Life in the United States
There are five slide sets that come with six audio cassette narratives.

Five titles; six languages. $500.00
One title; six languages. $125.00
ALSO AVAILABLE IN HAITIAN CREOLE AND SPANISH

Postage & Handling: Add $1.50 for Handling Charge.

Orders will be shipped UPS, unless otherwise specified, and UPS charges will be added to the invoice.

Discounts
A 10% discount may be applied to orders of 50 or more of any one item or kit.

Foreign orders must be prepaid.

Send your orders to:
Center for Applied Linguistics
PO Box 4866
Hampden Station
Baltimore MD 21211

Telephone (301) 338-7898

We accept VISA and MASTERCARD.
Prices subject to change without notice.

ORDER FORM

ITEMS	QUANTITIES	Vietnamese	Lao	Khmer	Hmong	Cantonese Chinese	English	COST
Refugee Orientation Handbook —with audio cassette, emergency card								
—with emergency card only								
—with audio cassette, emergency card and bilingual phrasebook (full kit)								
Helping Refugees Adjust to Their New Life in the United States								
The Peoples and Cultures of Cambodia, Laos, and Vietnam								
Bilingual Phrasebooks								
—Vietnamese-English Phrasebook (for English speakers)								
—accompanying audio cassette tapes								

Films & Video Cassettes	F	V	F	V	F	V	F	V	F	V	F	V	
1. Introduction													
2. Emergency Situation													
3. Employment													
4. Household Maintenance													
5. Basic Health Care													

Slide/Tape Shows			
1. Introduction	All titles come with 6 language tapes	**INDICATE QUANTITY HERE**	
2. Emergency Situations			
3. Employment			
4. Household Maintenance			
5. Basic Health Care			

Sales Tax (DC residents: 7%)	
Discount	
Postage/Handling	
TOTAL COST	

SHIP ORDER TO:

NAME _____

ORGANIZATION _____

ADDRESS _____

_____

Please allow 4-6 weeks for delivery.

APPENDIX 2

MATRIX OF TRAINING MODELS
A CONTINUUM

	ACADEMIC		MIXED	EXPERIENTIAL
Goals/ Objectives	Knowledge/comprehension Applicational concepts Non-cultural specific Understanding Conceptual Theoretical	Overview of: Patterns Trends in history of Category directions of		Knowledge of cultural specifics Ability to perform specific tasks X-culturally
Facilities/Resources	Classroom Settings and variations Limited field resources Time Limited			Field based Many cultural specific available Host country's personnel available Time limited but
Audience Role as Learner	Broad role as learner Students Researchers/Anthropologists Teachers Administrators/Managers Trainers			Defined role as learner Practitioner of... Foreign students Volunteers Applied anthropologists Trainers Administrators/Managers Expatriate/Personnel
Methodologies	Lecture Discussion Seminar Socratic dialogue Films/slides Panels Research/reading Interviewing			Live-in situations with guidance Games: non-verbal Role play Critical incidents Counseling/Learning T-Group Interviewing
18				By: A. Patico H. Schuman J. White SIETAR Summer Institute, July 1979

APPENDIX 3

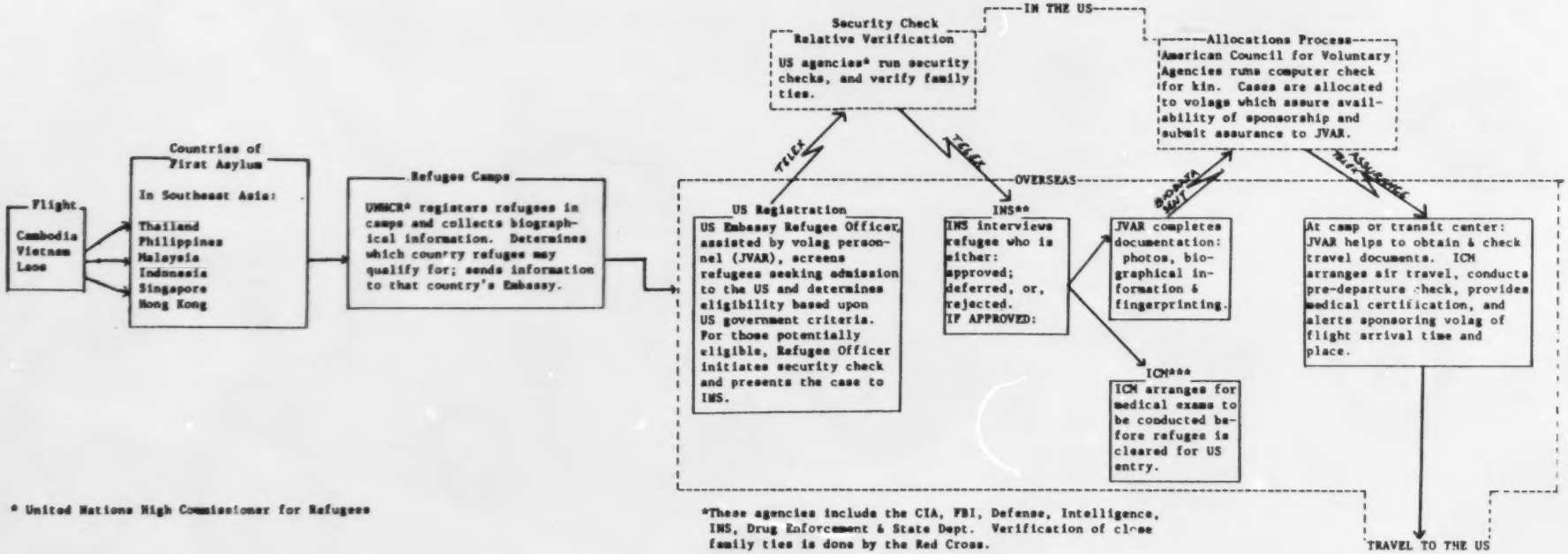
Summary of Refugee Resettlement Process

Funds to resettle a refugee in the U.S. are appropriated by the U.S. Congress and given to the State Department to administer. The State Department, in turn, contracts with 14 private voluntary member agencies which cooperate under the auspices of the American Council of Voluntary Agencies (ACVA) to perform various resettlement services. Upon arriving in the United States, refugees are introduced to sponsors (individuals, families, churches, or organizations) who have been secured for them by a voluntary agency. The agencies, in conjunction with the sponsor, offer refugees various services such as reception at the airport, initial lodging, food, clothing, emergency medical and dental services, counseling, and sometimes distribution of pocket money.

The Office of Refugee Resettlement (ORR) in the Department of Health and Human Services (HHS) oversees the provision of cash assistance and social services to refugees in the "post initial resettlement" period. Most of this money goes to reimburse state governments for all cash assistance (welfare), medical assistance (Medicaid and Medicare), and Title XX related social service costs that were provided to refugees by a variety of State and local agencies, both public and private. Most refugees are entitled to the same welfare, medical assistance, and social services that are provided to American citizens, but in order to alleviate the financial burden placed on State governments, HHS provides 100% reimbursement for assistance to refugees for a limited period of time.

Within the past year, refugee self-help groups or Mutual Assistance Association (MAAs) have been recognized for their ability to provide resettlement services and were awarded some federal funds which allowed 22 such associations to provide services complementing existing programs for refugees in their communities.

INDOCHINESE REFUGEE MOVEMENTS TO THE U.S.


Flight
Cambodia
Vietnam
Laos
Countries of First Asylum
In Southeast Asia:
Thailand
Philippines
Malaysia
Indonesia
Singapore
Hong Kong
Refugee Camps
UNHCR* registers refugees in camps and collects biographical information. Determines which country refugee may qualify for; sends information to that country's Embassy.
IN THE US
Security Check
Relative Verification
US agencies* run security checks, and verify family ties.
Allocations Process
American Council for Voluntary Agencies runs computer check for kin. Cases are allocated to volags which assure availability of sponsorship and submit assurance to JVAR.
TELEX
TELEX
OVERSEAS
PHOTOS MAIL
TELEX
ASSURANCE
US Registration
US Embassy Refugee Officer, assisted by volag personnel (JVAR), screens refugees seeking admission to the US and determines eligibility based upon US government criteria. For those potentially eligible, Refugee Officer initiates security check and presents the case to INS.
INS**
INS interviews refugee who is either: approved; deferred, or, rejected. IF APPROVED:
JVAR completes documentation: photos, biographical information & fingerprinting.
ICM***
ICM arranges for medical exams to be conducted before refugee is cleared for US entry.
At camp or transit center: JVAR helps to obtain & check travel documents. ICM arranges air travel, conducts pre-departure check, provides medical certification, and alerts sponsoring volag of flight arrival time and place.
TRAVEL TO THE US

* United Nations High Commissioner for Refugees

Refugee Resource Center

June 1981

*These agencies include the CIA, FBI, Defense, Intelligence, INS, Drug Enforcement & State Dept. Verification of close family ties is done by the Red Cross.

**Immigration and Naturalization Service

***Intergovernmental Committee for Migration

APPENDIX 4

USING BAFA BAFA*

Ann Gillespie

Description

Participants are divided into two groups, Alpha culture and Beta culture. Each group is taught a fictitious set of cultural values, behaviors and communication styles. The game is especially designed to simulate two quite different cultures, and then to involve participants in cultural exchange, with all its attendant problems of culture shock, adaptation to a strange environment, return to the home culture and the like. The participants are urged to "get into the spirit" of the game, to exaggerate, and to have fun acting out the designated roles for the duration of the game. It is designed to cause people to stereotype and misperceive each other, to make wrong assumptions about the other culture, and to develop a quickly internalized set of in-group behaviors and attitudes toward out-groups.

Goals

(a) To increase awareness of our own cultural identity and that of the culturally different; to increase intercultural communication skills; to increase understanding of "culture" and its function in interpersonal relations; to understand the problems of adapting in a new environment; to become better interpreters of nonverbal communication; and to stimulate thoughtful discussion about differences in values, attitudes, and communication styles across cultures.

(b) To have fun and get to know each other, to practice new roles and express oneself in a non-threatening situation, to become aware of the

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* Simulation Game by Gary Shirts. Published by Simile II, 1150 Silverado, La Jolla, CA, 92037. From: Hooper, David S. and Paul Ventura (eds.). Intercultural Sourcebook: Cross-Cultural Training Methodologies. La Grange Park, IL: Intercultural Network Inc., 1979.

effects of social interaction and dynamics of groups, extracting from the simulated experience examples of incidents which remind participants of real-life happenings thereby personalizing the game.

Strengths

Its ability to draw people into the game emotionally, so that they learn the principles of intercultural communication through direct involvement rather than through the presentation of abstract concepts. Sharpens communication skills so people become effective in future intercultural encounters. It's fun!

Weaknesses

The trainer must be wary of taking too long for explanations. It takes skill to coach people, get their energy up, be lively and enthusiastic in both presentation and direction of the game. Don't take this game too seriously! Another weakness is the simplicity of the two social systems. Participants may be bothered by the rigidity of the rules and the lack of identification of Alpha and Beta to any cultures they know. It must be explained that it is the process of intercultural relations that the game presents, more the the actual, real-life content of a culture.

Pitfalls

This is a powerful exercise, and there is some chance that people will be left with unresolved feelings after the game. Trainers must be ready to deal with some strong reactions. Be sure to take time for working out these feelings and resolving conflicts. The game should be conducted early in the day so that there is plenty of time for processing and people are not tired.

Leadership

Two trainers are needed, one for each cultural group. They should be experienced and able to deal with the variety of reactions that can occur in this game. They must be enthusiastic, able to keep others going when their interest flags and have stamina.

Processing

At least an hour should be set aside for discussion, follow-up on themes and small groups. People should be encouraged to explore their feelings about the experience and give one another feedback about their reactions. The leader brings the real issues into the consciousness of the group and encourages sharing between participants.

Themes or Topics for Discussion

Male-female relationships (cross-culturally or in one culture)

Family life--norms, beliefs, communication

Work and play in cultures

Self-esteem and adaptation in new environments

Readiness for study abroad--orientation

Readiness for study in the U.S.--Foreign Student orientation

Community programs--how awareness of the components in intercultural communication can enhance them

Interrelationship of language and culture

Materialism, competition, alienation

Friendship, hospitality, intimacy

Task orientation vs. relationship orientation

Equipment

A set of materials and a trainer's manual. The set can be ordered from Simile II.

Group Size

Between twelve and forty participants.

APPENDIX 5

UPDATED
June 28, 1982

Office of Refugee Resettlement

Regional Directors and State Refugee Coordinators

REGION I

Jack Anderson
Regional Director, ORR
J.F.K. Federal Building, Room 2403
Government Center
Boston, MA 02203
(617) 223-6180

Connecticut:

Mr. Edward Savino
State of Connecticut
Department of Human Resources
1179 Main Street
Hartford, CT 06101
(203) 566-3800

New Hampshire:

Susan Calegari
State Refugee Coordinator
Division of Human Resources
6 Loudon Road, 3rd Floor
Concord, NH 03301
(603) 271-2611

Rhode Island:

Cleo LaChapelle
State of Rhode Island
600 New London Avenue
Cranston, RI 02920
(401) 464-2127

Vermont:

Judith May
State of Vermont
Department of Social and Rehabilitation Services
103 South Main Street
Waterbury, VT 05156
(802) 241-2800

Massachusetts:

Thomas De Vouton
Lindemann Center, Room 282
25 Staniford Street
Boston, MA 02133
(617) 727-7735
(as of July 1, 1982)

Maine:

David Staufer
Bureau of Resource Development
Maine Department of Human Services
Augusta, ME 04330
(207) 298-2971

REGION II

Sandra Garrett
Regional Director, ORR
Room 4149, Federal Building
26 Federal Plaza
New York, NY 10007
(212) 264-7202

New York:

Barbara Blum
Commissioner
State Department of Social Services
40 North Pearl Street
Refugee Assistance Program
Albany, NY 12243
(518) 474-9629

New Jersey:

Judith Jordan
Department of Human Services
Capital Plaza 1
222 South Warren Street
Trenton, NJ 08625
(609) 292-1616

Puerto Rico:

Rebecca Greenlee
Office of Federal Programs Coordinator
Department of Social Services
P.O. Box 11398
Santurce, Puerto Rico 09910
(809) 725-4624

REGION III

William J. Neary
Regional Director, ORR
3535 Market Street, Room 10400
P.O. Box 13716
Philadelphia, PA 19101
(215) 596-0214

Pennsylvania:

Daniel Bernstein
Director
Bureau of Employment Programs
Department of Public Welfare
Health and Welfare Building, Room 234
P.O. Box 2675
Harrisburg, PA 17120
(717) 783-2874

Maryland:

Frank Bien
Coordinator, Indochinese Program
Social Services Administration
11 South Street
Baltimore, MD 21202
(301) 383-3506

West Virginia:

Marshall McNeer
Department of Public Welfare
1900 Washington Street East
Charleston, West Virginia 25305
(304) 421-8290

District of Columbia:

Lydia Fanfan
Department of Human Resources
801 North Capitol Street, N.E.
Room 600
Washington, D.C. 20002
(202) 727-5588

Virginia:

Thelma Ware
Blair Building
Department of Welfare
8007 Discovery Drive
P.O. Box K-176
Richmond, VA 23288
(804) 281-9402

Delaware:

Roger Waters
Division of Social Services
Department of Health & Social Services
P.O. Box 309
Wilmington, Delaware 19801
(303) 421-6155

REGION IV

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Joel Sanders
State Refugee Coordinator
Bureau of Special Programs
Department of Pensions & Security
64 North Union Street
Montgomery, Alabama 36130
(205) 832-6505

Florida:

Peter O'Donnell
Department of Health & Rehabilitation Services
1317 Winewood Blvd., Building 1
Tallahasse, FL 32301
(904) 487-2055

Georgia:

Barbara Farrell
Coordinator for Refugee Affairs
Department of Human Resources
618 Ponce de Leon Avenue, N.E.
Atlanta, GA 30308
(404) 894-4493

Kentucky:

Roy Butler
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Department for Human Resources
275 East Main Street, DHR Building
Frankfort, KY 40621
(502) 564-2136

Mississippi:

Jane Lee
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P.O. Box 352
Jackson, MS 39205
(601) 354-0341

North Carolina:

Bob Edmundson
Family Services
Department of Human Resources
325 North Salisbury Street
Raleigh, N.C. 27611
(919) 733-7145

South Carolina:

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Coordinator for Social Services
Department of Social Services
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Jan Patrick
Director, Bureau of Social Services
Department of Human Services
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Phillip Hatmaker
Bureau of Social Services
Illinois Department of Public Aid
316 South 2nd Street
Springfield, IL 62763
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Policy and Program Development
Indiana Department of Public Welfare
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Minnesota Department of Public Welfare
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St. Paul, MN 55155
(612) 296-8140

Michigan:

Paula Stark
Office of Employment Development
Services
Department of Social Services
300 South Capital Avenue
Lansing, MI 48926
(517) 373-7382

Ohio:

Donald Duhig
Division of Adult Services
Ohio Department of Public Welfare
30 East Broad Street - 30 Floor
Columbus, Ohio 43215
(614) 466-7884

Wisconsin:

Sue Levy
Wisconsin Resettlement Assistance Office
Department of Health and Social Services
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Department of Social Services
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Hawaii:

Franklin Y. K. Sunn
State Coordinator
Department of Social Service & Housing
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(808) 548-6260

Nevada:

Lillian Darensburg
State Welfare Division
251 Jeannell Drive
Carson City, NV 89710
(702) 885-4725

REGION X

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1321 Second Avenue
Seattle, WA 98101
(206) 299-2775

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James Kaimber
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Department of Social & Health Services
Mail Stop - OB 41G
Olympia, WA 98504
(206) 753-2673

Oregon:

Jerry Burns
Department of Human Resources
State of Oregon
198 Commercial St., S.E.
Salem, OR 97310
(503) 378-5906

Idaho:

Helen Huff
Boise State University
1910 College Blvd.
Boise, ID 83725
(208) 385-3681

APPENDIX 6

Voluntary and State Resettlement Agencies

American Council for Nationalities Service
20 West 40th Street
New York, New York 10018

American Fund for Czechoslovak Refugees, Inc.
1790 Broadway - Room 513
New York, New York 10019

Buddhist Council for Refugee Rescue and Resettlement
City of Ten Thousand Buddhas
Talmadge, California 95481

Church World Service
Immigration and Refugee Program
475 Riverside Drive - Room 666
New York, New York 10027

Hebrew Immigrant Aid Society, Inc.
200 Park Avenue South
New York, New York 10003

International Rescue Committee
1732 "Eye" Street, N.W.
Washington, D.C. 20006

Lutheran Immigration and Refugee Service
Lutheran Council in the USA
360 Park Avenue South
New York, New York 10010

National Council of YMCAs
International Division
291 Broadway
New York, New York 10007

Tolstoy Fundation, Inc.
250 West 57th Street
New York, New York 10019

U.S. Catholic Conference
Migration and Refugee Services
1312 Massachusetts Avenue, N.W.
Washington, D.C. 20005

World Relief Refugee Services
National Association of Evangelicals
P.O. Box WRC
Nyack, New York 10960

Idaho State Voluntary Agency
Adult Learning Center
Boise State University
Boise, Idaho 83725

Iowa Refugee Service Center
150 Des Moines Street
Des Moines, Iowa 50316

APPENDIX 7

LIST OF ORGANIZATIONS ACTIVE IN CROSS-CULTURAL ORIENTATION TRAINING

Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007

Center for International and Area Studies
130 FOB
Brigham Young University
Provo, UT 84602

East-West Center
University of Hawaii
1777 East-West Road
Honolulu, HI 96848

Society for Intercultural Education,
Training and Research
(SIETAR)
1414 22nd Street, N.W.
Washington, D.C. 20037

National Association for Foreign Student Affairs
(NAFSA)
1860 19th Street, N.W.
Washington, D.C. 20009

Union of Pan Asian Communities
1021 25th Street
San Diego, CA 92102

Experiment in International Living
(EIL)
Kipling Road
Brattleboro, VT 05301

A LIST OF REFERENCES CITED IN THE MANUAL

REFERENCES ON REFUGEE RESETTLEMENT

Bibliography from:
Refugee Materials Center U.S. Department of Education 324 East 11th Street, 9th Fl. Kansas City, MO 64106.

Bridging Cultures: Southeast Asian Refugees in America, Social Work with Southeast Asian Refugees. Los Angeles, CA: Asian American Community Mental Health Training Center, June 1981.

Available for $17.00 a copy from: Special Service for Groups, Inc. - Fiscal Agent, 2400 South and Western Blvd., Los Angeles, CA 90018.

CBS Reports: The Boat People. Produced and distributed by CBS News. January 1979. Videotape cassette/color. 50 minutes. Available from: Ms. Dolores Sura, CBS News, 524 West 57th St., New York, NY 10019 (rent or purchase).

Directory of Community Services (4 volumes). Portland, OR: Tri - County Community Council.

Available for $6.50 including postage and handling from: Tri - County Community Council 718 West Burnside Street, Portland, OR 97209.

For Our times: Cambodia a Nation in Peril. Produced and Distributed by CBS News. November 1979. Videotape cassette/color. Approximately 30 minutes. Request size of cassette required. Available for $325.00 from: Ms. Dolores Sura, CBS News, 524 West 57th Street, New York, NY 10019.

General Information Series (See Appendix 1)
13. Getting to Know the Vietnamese
16. Glimpses of Hmong Culture and Recent History in Laos
22. Background Information on Ethnic Chinese

The Hmong: A Nation in Exile. 1979. Produced and Distributed by Allen Bjergo/USDA Center. Slides/color. Audiotape cassette. Available to borrow free-of-charge from: Allen Bjergo/USDA Center, 111 Old Corvallis Road, Hamilton, MN 59840.

The Indochina Mutual Assistance Associations. Washington, D.C.: Indochina Refugee Action Center, 1980.

Jobs in America. Produced and distributed by Portland Community College. Audiotape cassette and slides. 6-8 minutes. 1980.

For information on availability contact: Developmental Education, Portland Community College, 12000 S.W. 49th Avenue, Portland, OR 97219.

Journal of Refugee Resettlement. (Vol. 1, No. 4) Washington, D.C.: American Public Welfare Association, August 1981.

For information on availability, inquire from:
American Public Welfare Association
1125 15th Street, N.W., Suite 300
Washington, D.C. 20005

Look up and Live: Chinatown Mission. Produced and distributed by CBS News. October 1977. Videotape cassette/color. Approximately 25 minutes. Request size of cassette required. Available for $325.00 from: Ms. Dolores Sura, CBS News, 524 West 7th Street, New York, NY 10019.

Manual for Refugee Sponsorship. New York N.Y.: Church World Service, Immigration and Refugee Program 1982. Available free-of-charge from: Church World Service, 475 Riverside Drive, Room 528, New York, NY 10115.

National Listings of Indochinese Mutual Assistance Associations. Washington, D.C.: Indochina Refugee Action Center, December 1980.

The New Americans. Produced by David Abramowitz. Distributed by KCET/International Institute of Los Angeles. Videotape cassette/color. Approximately 28 minutes each. Availability by contacting: John Phelan, Executive Director, International Institute of Los Angeles, 435 South Boyle Avenue, Los Angeles, CA.

Our Secret Army. Produced and distributed by CBS News. March 1979. Videotape cassette/color. About 20 minutes. Requested size of cassette required. Available for $350.00 from: Ms. Dolores Sura, CBS News, 524 West 57th street, New York, NY 10019.

Paluszek, John L. An American Journey, American Ethnic Press, New York, 1981.

The Peoples and Cultures of Cambodia, Laos, and Vietnam. Washington, D.C.: Center for Applied Linguistics, 1981.

The Phans of Jersey City. Produced by Abbie H. Fink and Stephen L. Forman. Distributed by Films Inc. 16 mm color film. 49 minutes. 1979. Available for purchase for $680.00 from: Films Inc., 732 Green Bay Road, Wilmette, IL 60091; for rental for $65.00 a day from: Films Inc., 8124 N. Central Park Avenue, Skokie, IL 60076.

Public Law 96-212 - Refugee Act of 1980. March 17, 1980.

Refugee Resettlement Resource Book. Washington, D.C., Indochina Refugee Action Center, October 1980, 1st update - March 1981, 2nd update - June 1981, 3rd update, September 1981. Available from: Indochina Refugee Action Center, 1424 16th St, N.W., Suite 404, Washington, D.C. 20036.

Room for a Stranger. Produced by Harvey Kopel Films, 1979. Distributed by Lutheran Immigration and Refugee Service. Film/16mm/sound/color. About 25 minutes. Available from: Lutheran Immigration and Refugee Service, 360 Park Avenue South, New York, NY 10010.

Santopietro, Mary and Charles Smith. "How to Get Through to a Refugee Patient." RN, January, 1981.

Self-Help Manual for Indochinese Refugees. Seattle, WA: Asian Counseling and Referral Service, 1980.

Available free-of-charge in single copies from Asian Counseling and Referral Service, 655 South Jackson, Seattle, WA 98104.

Their New Life in the United States. Washington, D.C.: Center for Applied Linguistics, 1981.

Thinh Van Dinh. The Indochinese Refugees: An Introduction to Their Cultures. Salt Lake City, Utah: Indochinese Refugee Assimilation Program, 1979. Available free-of-charge from: Mr. Leroy Frank, Refugee Program Coodinator, 150 West North Temple, Salt Lake City, UT 84103.

Tobin, Joseph Jay and Nancy Lee Koschmann. Handbook for Sponsors of Indochinese Refugees. Chicago, IL: Indochinese Social Service Outreach Program, no date.

Tranh Minh Tung. Indochinese Patients: Cultural Aspects of the Medical and Psychiatric Care of Indochinese Refugees. Washington, D.C.: Action for Southeast Asians, 1980.

Vietnam Today. Produced by Sierra World Films, 1975. Distributed by Oxford Films, Division of Paramount Communications. Film. 16mm color sound. Available for rent ($30.00 for one to three days) or purchase ($375.00) from: Aims Media Inc., 626 Justin Avenue, Glendale, CA 91201.

More audio-visual material available through CAL. Appendix 1.

A LIST OF REFERENCES CITED IN THE MANUAL

REFERENCES ON CULTURAL ORIENTATION

Bienvenido/Welcome: An Orientation Brochure for Latin American Refugees Resettling in the United States. New York, NY: Lutheran Immigration and Refugee Service, no date.

Available from: Lutheran Immigration and Refugee Service, 360 Park Avenue South, New York, NY 10010.

A Combined Project of the UNHCR Intensive Cultural Programs in Southeast Asia. Cultural Orientation Program Curriculum Lesson Guide. Bangkok, Thailand, Fall, 1981.

For information on the availability of the above reference, contact:

Southeast Asian Regional Service Center
Washington Liaison Office
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007
(202) 298-9292

Indochinese Resettlement and Career Development Services Program. Welcome to Chicago. Chicago, IL: Jewish Federation of Metropolitan Chicago, March, 1978. Available from Indochinese Program, Jewish Vocational Service, One South Franklin, Chicago, IL 60606.

Orange County Orientation Materials. Santa Ana, CA: Indochina Job Center, 1979. Available free-of-charge from: Indochina Job Center 2110 East 1st St., Suite 115, Santa Ana, CA 92705.

Teaching Refugee Women: A Curriculum Guide. Indochinese Cultural and Service Center, Portland, OR, August 1981.

Available for $11.00 including postage, from the Indochinese Cultural and Service Center, 3030 Southwest Second Ave., Portland, OR 97201.

Wright, Albert R. and Mary Anne Hammons. Guidelines for Peace Corps Cross-Cultural Training. Peace Corps, Office of Training Support, Washington, D.C., 1970.

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Batchelder, Donald and Elizabeth G. Warner (eds). Beyond Experience: Experiential Approach to Cross-Cultural Education. Brattleboro, VT: The Experiment Press, 1977.

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